

Pupil Premium Strategy 20-21

1. Summary information								
School	Heathfield Primary School							
Academic Year	2020-21					Date of most recent PP Review		July 2020
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		15	16	23	28	21	24	30
Total number of pupils	470	Number of pupils eligible for PP		165	Date for next internal review of this strategy			July 2021
2. Current attainment								
KS2	<i>Pupils eligible for PP (predicted due to COVID)</i>		<i>All pupils (predicted due to COVID)</i>		<i>Pupils not eligible for PP (national average 2018/2019)</i>			
% reaching the expected in GPAS	86%		89%		78%			
% reaching the expected in Reading	90%		84%		73%			
% reaching the expected in Writing	81%		81%		78%			
% reaching the expected in Maths	76%		78%		79%			
KS2	<i>Pupils eligible for PP (predicted due to COVID)</i>		<i>All pupils (predicted due to COVID)</i>		<i>Pupils not eligible for PP(national average 2018/2019)</i>			
% reaching in expected standard or above in Reading, Writing and Maths	76%		75%		65%			
% achieving a high level of attainment in Reading, Writing and Maths	5%		10%		11%			

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3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Fine motor skills in EYFS are particularly low for pupils on entry which slows down the progress in writing.
B.	Oral language skills are low for pupils on entry which slows down the progress in reading and writing.
C.	Pupils arrive in school with a vocabulary gap (80.4% of children have EAL).
D.	31% of our pupil premium pupils are also SEND. 37% of our SEND pupils are also pupil premium.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance of children this year due to self-isolation, parental refusal to send the children to school and quarantine due to return from time abroad.
F.	The impact of loss of learning due to COVID, i.e. most children were absent from school for a whole term in the last academic year and did not engage with the home learning provided by school. Further lockdown measures would result in additional loss of learning.
4. Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
A.	Increased percentage of children achieving the Writing goal. Y1 children's writing skills improve as demonstrated through end of year outcomes.
B.	Pupils to make rapid progress in their acquisition of English. Children's oral language skills to improve. Increased percentage % of children achieving ARE in reading and writing.
	Specified targeted fine motor intervention carried out. Fine motor continuous provision available from Nursery to Year 1. Additional writing opportunities across EYFS.
	Accurate baseline of children on arrival. Focus on continual modelling of standard English by the additional adults in EYFS and KS1 where language acquisition is crucial. Speaking and listening to be an integral part of reading and writing lessons across

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C.	<p>Close the vocabulary gap. More children meeting the expected standard in Key Stage Two Reading. Progress in children's comprehension age from September to July. (RS Assessment – Salford Reading Test)</p>	<p>Explicit vocabulary teaching consistently in every subject area. Resources provided in class to support understanding of vocabulary where necessary. Levelled reading books going home weekly across school to support building vocabulary. Exposure to high quality texts through class library, studied texts and class story.</p>
D.	<p>All pupils to make appropriate, expected progress against the Toolkit Progress Tracker. Any gaps between groups is reduced. Pupils will be able to access their learning and be successful.</p>	<p>Effectively plan for and use the resources available in school to meet the children's needs. Appropriately target the support available to maximise impact. Track and monitor any additional support and review regularly. Gather progress and attainment data for these groups.</p>
E.	<p>Children with low attendance to return to school. Children who have to be at home due to quarantine or self-isolation to return to school having had the same learning opportunities as the rest of their class.</p>	<p>Support parents who are reluctant to send their children back to school through the Pastoral support. Provide home learning in line with what the children in school are learning for those children quarantining or self-isolating. Wellbeing calls /home learning check up to families for those children quarantining or self-isolating. Phone calls to chase up attendance.</p>
F.	<p>Children to 'catch up' the lost learning. The gap between groups of children to be reduced.</p> <p>Children to engage with the remote learning provided by school in the event of further lockdowns.</p>	<p>Effectively plan for and use the resources available in school to help close the gap in attainment. Appropriately target the support available to maximise impact. Track and monitor progress and review provision regularly. Gather progress and attainment data for these groups. Collect information about what children have available at home to help support them with home learning. Share this information with teachers to support them with planning and resourcing appropriate learning. Teachers deliver live content to ensure learning continues at home during self-isolation / lockdown. Share information with parents e.g. timetable of lessons so that parents are able to structure their child's home school experience.</p>

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5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all (CPD, training and support packages)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased percentage of children achieving the Writing goal. Y1 children's writing skills improve as demonstrated through end of year outcomes.	Specified targeted fine motor intervention carried out. Fine motor continuous provision available from Nursery to Year 1. Additional writing opportunities across EYFS.	The home visit questionnaire and early observations show that: Children have poor pencil control and have had limited opportunities to use writing equipment at home. Few children attend nursery before entering our nursery or reception and do not have a chance to develop these skills.	Regular data analysis and discussion at pupil progress meetings and year group and phase meetings will identify strengths or areas where further support is needed.	AHT for EYFS and KS1, DHT, HOS	At the end of each half term.

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<p>Pupils to make rapid progress in their acquisition of English. Children's oral language skills to improve. Increased percentage % of children achieving ARE in reading and writing.</p>	<p>Accurate baseline of children on arrival. Focus on continual modelling of standard English by the additional adults in EYFS and KS1 where language acquisition is crucial. Speaking and listening to be an integral part of reading and writing lessons across school.</p>	<p>Observations show that a large percentage of our children are unable to speak in full sentences on arrival in EYFS. Lots can only say two/three words. When children arrive later (or from overseas), they often have no English and have not been to school either for some time, or ever.</p>	<p>Regular data analysis and discussion at pupil progress meetings and year group and phase meetings will identify strengths or areas where further support is needed.</p>	<p>Inclusion Lead DHT HOS</p>	<p>At the end of each half term.</p>
<p>Close the vocabulary gap. More children meeting the expected standard in Key Stage Two Reading. Progress in children's comprehension age from September to July. (RS Assessment – Salford Reading Test).</p>	<p>Explicit vocabulary teaching consistently in every subject area. Resources provided in class to support understanding of vocabulary where necessary. Levelled reading books going home weekly across school to support building vocabulary. Exposure to high quality texts through class library, studied texts and class story.</p>	<p>Early assessment of each child from Y2 – Y6 on return in September shows that there is a gap between children's reading age and their chronological age.</p> <p>By providing high quality texts in a variety of situations we are exposing children to a wider range of vocabulary.</p>	<p>Performance management for experienced teachers explicitly states that they should be teaching vocabulary as part of their lessons with an emphasis on Phase Leaders having an impact on the development of vocabulary teaching across their phase.</p> <p>Discussion at pupil progress meetings and performance management reviews. Evidence of wider vocabulary being used in children's writing.</p>	<p>Reading Lead, DHT, HOS</p>	<p>Termly review when data is collected. Midpoint and end of year review for comprehension age.</p>

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ii. Targeted support (small groups and individual support)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils to make appropriate, expected progress against the Toolkit Progress Tracker. Any gaps between groups is reduced. Pupils will be able to access their learning and be successful.	Effectively plan for and use the resources available in school to meet the children's needs. Appropriately target the support available to maximise impact. Track and monitor any additional support and review regularly. Gather progress and attainment data for these groups.	Historically, these groups have underperformed and their progress cannot be measured through the year group assessment documents/ statutory assessments. The Toolkit Progress tracker breaks down objectives into smaller steps of progress which can be planned for and measured effectively.	Regular data analysis and discussion at pupil progress meetings and year group and phase meetings.	Inc Lead, SEND Acad Rep, AHTs, DHT, HOS	Half termly SEND monitoring. Termly review when data is collected.
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with low attendance to return to school. Children who have to be at home due to quarantine or self-isolation to return to school having had the same learning opportunities as the rest of their class.	Support parents who are reluctant to send their children back to school through the Pastoral support provided. Wellbeing calls /home learning check up from the pastoral team to families for those children quarantining or self-isolating. Phone calls to chase up attendance.	Children need to be in school to access their age related curriculum fully. Evidence has shown that while children have been off school for extended periods of time, their mental health and physical health has been affected.	Regular meetings with the Pastoral Lead focused on attendance and any concerns.	Pastoral Lead HOS DHT AHTs for KS1 and KS2	Half-termly.

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	Provide home learning in line with what the children in school are learning for those children quarantining or self-isolating.	Home learning is provided so that children can keep up with the rest of the class.			
<p>Children to 'catch up' the lost learning. The gap between groups of children to be reduced.</p> <p>Children to engage with the remote learning provided by school in the event of further lockdowns.</p>	<p>Effectively plan for and use the resources available in school to help close the gap in attainment. Appropriately target the support available to maximise impact. Track and monitor progress and review provision regularly. Gather progress and attainment data for these groups.</p> <p>Collect information about what children have available at home to help support them with home learning. Share this information with teachers to support them with planning and resourcing appropriate learning. Teachers deliver live content to ensure learning continues at home during self-isolation / lockdown. Share information with parents e.g. timetable of lessons so that parents are able to structure their child's home school experience.</p>	<p>Children need to be in school to access their age related curriculum fully. Evidence has shown that while children have been off school for extended periods of time, their mental health and physical health has been affected.</p> <p>To be ready for the next stage in their journey (e.g. moving to secondary school, moving from key stage to key stage) children need to access age related learning and have the opportunity to meet all of the key objectives for their year group.</p>	Regular data analysis and discussion at pupil progress meetings and year group and phase meetings.	AHTs HOS DHT	Half termly

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6. Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase in the number of PP children in each year group reaching Age Related Expectations at the end of 2019/2020.	Quality first teaching. In-class support. 'Keep up' interventions. Targeted interventions. In depth conversations during pupil progress meetings.	School lockdown and most children having just over a term out of school meant that we were unable to collect end of year data against age related expectations. However, during the first two terms, we did track the quality of teaching in each class, the number of interventions taking place, and regular pupil progress meetings were held.	The tracking of assessment data did not give us the information that we required as we were assessing all children as 'working towards' until the end of the spring term when children had had access to enough of the key objectives. In the upcoming year, we will be asking teachers to do their initial assessment and decide whether the children have the capability to be assessed as 'working at' at an earlier stage that it is easier for us to see whether they are 'on track'.
Early intervention to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Annual staff training on early writing acquisition. EYFS environment team to focus on mark making/writing provocations linked to the class texts.	The impact of COVID has made it difficult for us to ascertain whether the oral language skills of the children have developed rapidly enough. However, the staff training on early writing acquisition was very impactful and the team focus on mark making made a real difference to the children. There was a marked difference between the children's writing assessments in March 2020 compared with March 2019 and staff felt more confident about the required number of children reaching the writing goal.	The positive feedback from the staff and the initial impact seen on the children across EYFS means that we will continue with this approach in 20-21. The lesson learnt is that we can start interventions and taught sessions more quickly at the start of the year – the children are ready to start this type of learning more quickly than we initially thought.

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ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To close the gap between the pupil premium and non-pupil premium children in Reading, Writing and Maths.	Quality first teaching. Targeted teaching and support in lessons of PP pupils.	School lockdown and most children having just over a term out of school meant that we were unable to collect end of year data. However, the impact of quality first teaching is historically proven to have an impact on all pupils and the planned, targeted teaching that took place last year meant that at the last data point, a larger number of PP pupils, were on track than in 18-19.	As previously stated, the end of year data was not collected, but as a school, the pupil progress meetings that we had in 19-20 showed that the impact of all staff knowing who their PP children were from the start of the year along with the areas in which they needed additional support, meant that the targeted support was extremely well focused. We will continue with this approach in 20-21.
Early intervention to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Interventions in place for children in R, Y1 and Y2 to develop early language skills.	The impact of COVID has made it difficult for us to assess the oral language skills of the children at the end of this year, however, an impact was seen in the children's writing in March 2020. The increased confidence of the staff also bodes well for 20-21 (COVID dependent).	The positive feedback from the staff and the initial impact seen on the children across EYFS means that we will continue with this approach in 20-21. The lesson learnt is that we can start interventions and taught sessions more quickly at the start of the year – the children are ready to start this type of learning more quickly than we initially thought.
Early intervention to ensure that motor skills develop rapidly for those children in EYFS/Y1.	Interventions in place for children in R, Y1 and Y2 to develop early writing skills.	The staff training on early writing acquisition was very impactful and the team focus on mark making made a real difference to the children. There was a marked difference between the children's writing assessments in March 2020 compared with March 2019.	The positive feedback from the staff and the initial impact seen on the children across EYFS means that we will continue with this approach in 20-21.

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Increase in the number of PP children in each year group reaching Age Related Expectations at the end of 2019-2020.	2 x weekly additional sessions in addition to quality first teaching.	School lockdown and most PP children having just over a term out of school meant that we were unable to collect end of year data against age related expectations. However, the targeted sessions taught by additional adults, had an impact on the PP children in each year group.	We will continue this approach in 20-21 as it did have an impact on our PP children and this will be carefully tracked and monitored over the first half of the year to measure the impact.
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Parental engagement to continue to increase.	Specific workshops and sessions aimed at bringing in those parents who are harder to reach.	Over the first two terms we monitored the attendance of parents at parent workshops and assemblies or other school events. The attendance reduces as the children get older generally, so we attempt to use other measures such as a fortnightly newsletter and the school Twitter page to engage hard to reach parents. We also held an attendance workshop but were unable to hold the parent and child course that we had planned later in the year.	COVID is still a global issue as this review is being written, so we will look to see what we can offer parents virtually this year. We will continue the fortnightly newsletter and our aim is to send out our communications via email to improve the number of parents accessing our communication. We will also investigate whether the communication can be translated for those parents that need it to be.

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<p>Improve the punctuality of PP children across school.</p>	<p>Pastoral manager to focus on those PP children where punctuality is an issue. Put children into punctuality focus groups and provide them with strategies to improve their punctuality.</p>	<p>As a school, it was noted that our punctuality as a whole needed improvement. There had been some improvement in the early part of the year with PP children, but the same families continually arrive late even though the pastoral manager had engaged with these families.</p>	<p>We will continue to work with the families that struggle to get their children here on time and follow all of the DfE guidelines on absence and attendance to help parents feel reassured that it is safe to send the children back to school.</p> <p>Each week we will communicate the lateness figures to SLT so that they can start conversations with these families and offer support. A virtual workshop will be set up with families who need it and there will be an incentive in place to reduce lateness.</p>
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